

**Nebraska Unfinished Learning Series
Grades 6-12 Community of Practice
2/24/21**

Session 2: Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning

Below is the text that the students used with the KWL.

Saving Syria's History from Civil War

Retrieved from: https://newsela.com/read/syria-heritage/id/5334/?search_id=b7a9c439-7d58-4269-9ecc-30fb1af78831



The belongings of Syrian rebels are inside a chapel at Crac des Chevaliers, the world's best preserved medieval Crusader castle, in Syria. The village was destroyed in fighting between the government and rebel forces while the castle, listed as a World Heritage site, also has been damaged over the past two years. Photo: AP Photo/Dusan Vrani



PHILADELPHIA — One of the casualties of Syria’s civil war is history.

Five of the country’s six World Heritage sites have “significant damage” and some buildings have been “reduced to rubble,” according to a report issued this week.

The report relied on high-resolution satellite photos to chronicle damage to mosques, Roman buildings, and a Byzantine castle.

The Geospatial Technologies and Human Rights Project of the American Association for the Advancement of Science wrote the assessment with help from the Penn Cultural Heritage Center at the University of Pennsylvania’s Museum of Archaeology and Anthropology, the Smithsonian Institution and the Syrian Heritage Task Force.

The Cultural Heritage Center has a two-year grant to study how historic material is used in conflicts, said Richard Leventhal, the center’s executive director.

Heritage, he said, helps determine who we think we are. Destroying heritage is not only about razing buildings and gaining land, but “also the destruction of people’s identity.”

Earlier this summer, Brian Daniels, director of research and programs for the Penn center, went to southern Turkey near the Syrian border to train 20 Syrians who want to protect the sites. They were taught how to protect museum collections during emergencies and were given supplies to secure pottery and library books, some of which are now being kept in private homes.

Daniels said he was “just incredibly floored” by the bravery of the Syrians. “They are aware their lives are at extreme risk,” he said. “They feel that it is their responsibility, their duty, to try to save these things that are most precious about Syria’s history.”

He likened their actions to what most of us would do if our homes caught on fire. First, we’d make sure everyone was safe. Then we’d try to save the family pictures. “These people’s jobs are to try to save the family photos for the country,” he said.

The report does not assign blame for the damage. Daniels said that the insurgents and the Assad regime are responsible for an “incredible amount” of destruction.

Damage done by the extremist group Islamic State (ISIL) is clearly intentional. One of their targets, he said, is Christian graves. ISIL “has been destroying these things left, right and center,” Daniels said.



The militant group calls itself the Islamic State of Iraq and the Levant (ISIL) and has also been called the Islamic State of Iraq and Syria (ISIS). Levant is the English term for the region stretching from southern Turkey through Syria to Egypt.

Experts are not as sure about the Assad regime's role although it is the only combatant capable of aerial assault.

The United Nations Organization for Education, Science and Culture maintains a list of more than 1,000 World Heritage sites representing great cultural or natural significance. In the United States, there are 22 of them. Most are national parks.

Syria's are buildings or towns. They include the Ancient City of Damascus, the Ancient City of Bosra, the Site of Palmyra, the Ancient City of Aleppo, two castles — the Cracdes Chevaliers and Qal'at Salah El-Din — and the Ancient Villages of Northern Syria, which are also known as the Dead Cities.

Of the six sites, the historic section of Damascus, which is Syria's capital and one of the oldest cities in the world, has been "largely protected from the violence that has heavily impacted neighborhoods surrounding the city," the report said.

Aleppo has not been so lucky. In northwestern Syria, it served as a commercial hub from the second millennium B.C. and reached its peak in the 16th and 17th centuries. It has seen heavy fighting during the civil war. One of its best-known sites, the Great Mosque, has been damaged, as have many other historic buildings, according to the report.

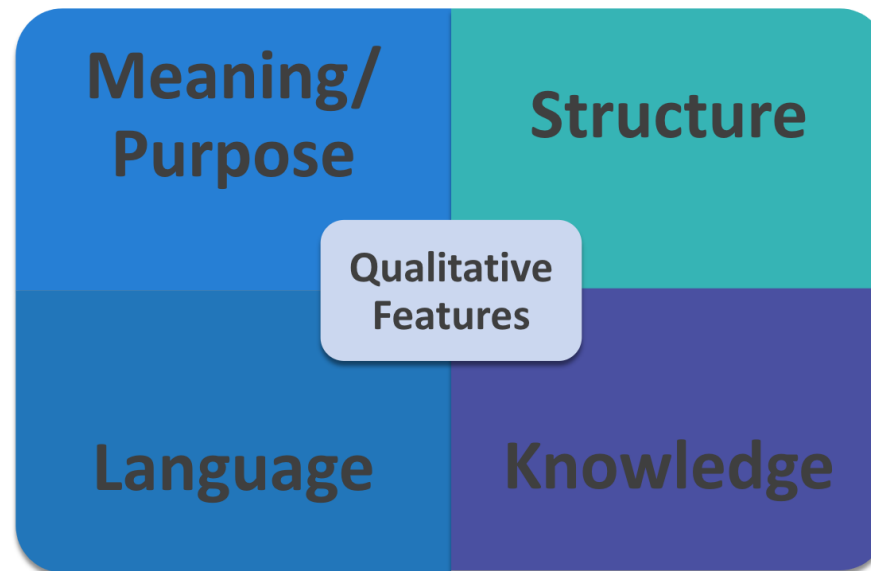
At other sites, the report found evidence of new construction, looting, and the intermingling of military equipment and ancient buildings.

The next step is to better establish a timeline for the damage at each site. The ultimate goal, the report said, is to "enable U.S. policymakers and other humanitarian agencies working in conflict zones to design more effective interventions." The report, Daniels said, may also give the Syrian preservationists "a better sense of what they're up against and where they can better direct their resources and energy."

What is the central idea of this text?

What makes this text complex for students?

Qualitative Features of Complexity





Comprehension Rubric	
Score	Criteria
3	High Comprehension captured the central idea of passage, including relevant and sufficient text-based evidence to support their thinking.
2	Comprehension mostly captured the central idea of the passage and included some relevant text-based evidence
1	Some comprehension was demonstrated, but the central idea is not identified and the evidence provided is irrelevant or inaccurate
0	No comprehension demonstrated, minimal or no text evidence included



Comprehension Assessment	
Read each sample below, and then rate it on the comprehension rubric. Make sure to share your rationale. As you score, make sure you keep the “central idea” in mind, and score according to how close they were to their take-away.	
Central idea: During the war, Syria’s buildings (many of which are World Heritage Sites) are being destroyed, and with this destruction comes the erasure of its history. New measures need to be taken to prevent further destruction and reconstruction of the damage.	
Sample #1: Jessica	Rating: Rationale:
Sample #2: Maddie	Rating: Rationale:
Sample #3: Trevor	Rating: Rationale:
Sample #4: Jacob	Rating: Rationale:

Sample #1: Jessica

KWL Chart

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Topics: Syria
World Heritage Sites

K What I KNOW	W What I WANT to Know	L What I LEARNED
<ul style="list-style-type: none"> - attacking other countries - a country in the middle East - ISIS, terrorist groups - Syria Refugees - Civil War - against gov't - Religion - Protect natural resources - statues, temples, religious symbol 	<ul style="list-style-type: none"> - What is the thing they want to protect the most? - What's the whole conflict over? - Why are they attacking other countries? - What does ISIS stand for? - What are the natural resources they want? - How many religions are there? - What are some heritage sites in ISIS? - Why does Syria want to preserve things? 	<ul style="list-style-type: none"> - Cultural heritage center has a two-year grant to study how historic material is used in conflicts. - Heritage helps determine who we think we are. - Destroying heritage will also lead to the destruction of people's identity. - Some Syrians are trained to protect sites and to protect museum collections. - It's their responsibility to protect these most precious things about Syria's history. - Trying to protect museums, books, ancient cities, homes and pottery. - ISIS; Islamic state of Iraq and Syria - Citizens take in old things to protect knowing they are at risk. - Civil war ongoing 2011-2016

Sample #2: Maddie

KWL Chart

Annotation - ~~What I Know~~

3

Topics: Syria / World Heritage Sites

K What I KNOW	W What I WANT to Know	L What I LEARNED
<ul style="list-style-type: none"> - attacking other countries - a country in the Middle East - Isis, terrorist groups - Syrian Refugees - Civil War - against government - Religion - Protect natural resources - statues, temples, religious symbol 	<ul style="list-style-type: none"> - In what countries did they exactly attacked? - Why did they attacked them? - What are some heritage sites in Syria? - Why does Syria want to preserve things? 	<ul style="list-style-type: none"> - rebels in Syria have been fighting for the Syrian government - 1,000 world heritage sites representing great cultural or natural significance (worldwide) - Satellite technology is used for taking damage from the 6 sites in Syria - ISIS: Islamic State of Iraq and Syria - Civil War ongoing 2011 - 2016

Sample #3: Trevor

KWL Chart *It's Here* (4)

Topics: Syria / world heritage sites

K What I KNOW	W What I WANT to Know	L What I LEARNED
Attacking other countries a country in middle East ISIS Syrian Refugees Civil war - against gov. Religion Protect Natural resources Statues, temples, religious symbol	What's this whole conflict over? What does ISIS stand for? Why are they attacking other countries. How many religions are there?	Citizens take in old things know they are at risk → to protect the war is still going on today. They are trying to get the president out.

Sample #4: Jacob

K What I KNOW	W What I WANT to Know	L What I LEARNED
<p>air attac many died NUKE burnt city us attac increased weight of planes poisons 1042 months days separate rebuilding work as a team</p>	<p>how many died why did Hiroshima get picked Who helped Teller build it when</p>	<p>1945 141,000 of 96,000</p>

Identifying scaffolds and supports:

As you read the case study, identify how Mr. Yardley used the data from the Narrative Profile to diagnose his students strengths and needs in comprehension.

Mr. Yardley reflects that students' comprehension of these texts is critical not only for tomorrow's lesson but also for the culminating activity of the unit. With this in mind, Mr. Yardley analyzes the narrative profiles of his students, which includes three tasks (1) Map and timeline; 2) Summary of interviews and 3) KWL related to his current unit, *The Current State of Syria*. Once he reviews the entire narrative profile, he notices that his students still had significant needs on the final task (KWL) which will be the last text and task they complete before they engage with the culminating writing task next week. He revisits the culminating task to refine his focus about what students are being tasked to do. The culminating writing task asks students to write an expository essay about the impacts of war on the people, the country, and their heritage by analyzing and synthesizing the texts in the unit. With this in mind, he decided to go back to the student artifacts to examine what might be getting in the way of their performance on the culminating task.

Student	Text: Map Task: Timeline Level: Below grade level, low scaffolding	Text: Interview Task: Summary Level: On grade-level medium scaffold	Text: Syria Task: KWL Level: Above grade level, medium scaffold
Jessica	3	2	3
Maddie	2	1	2
Trevor	2	1	1
Jacob	1	0	0

He notices five major trends across his classroom:

1. **Strong comprehension and connection to evidence:** Jessica and 3 other students show **strong comprehension** of the central ideas of all three texts that they'll need to analyze and synthesize on the culminating writing task. They don't seem to need additional supports other than those currently built into the tasks to be successful on the culminating writing task.
2. **Factual understanding: limited inferential/critical thinking:** Maddie and 5 other students used text evidence in their answers but did not connect them directly to the central ideas of the text. While the KWL supported their ability to activate knowledge, they will need more scaffolds to get the central idea of the text, and this will likely impact their ability to be successful on the culminating writing task.
3. **Literal understanding, not connecting the evidence to the claim or big idea:** 7 other students all stated the central idea in their answers but did not provide evidence from the text to support the central idea. These students will require additional scaffolds around finding and supporting their answer with text evidence in order to be successful on the culminating writing task.
4. **Limited overall understanding:** Trevor and one other student's written descriptions were extremely vague, lacking relevant text-evidence to describe the central concepts and ideas from the texts. In addition, both included misinformation, and seemed to lack motivation since both of the students had notes in the margins of their work, indicating that they may have been passing notes during class. The KWL did not seem to support their ability to make meaning of the text. They both performed slightly better on the task related to identifying the timelines, and this may have been due to the visual of the map and the lower grade level material. However, both students will require additional scaffolds in order to be successful on the culminating writing task.
5. **No demonstration of understanding:** Finally, Jacob and one other student had responses that did not adequately address or answer the question and neither used text-based evidence. On the KWL, the notes were off-topic, did not align to each of the columns, and some made no sense or were illegible. Much of their writing seemed unfinished, and it was hard to read portions of it. The KWL seemed to confuse these students and was not a supportive scaffold. Mr. Yardley suspects that they may have underlying issues with fluency or decoding and he wants to gather more data to identify the culprit of why these students might have such trouble accessing the text, and is concerned that without identifying the root of these challenges that the students are unlikely to show success on the culminating writing task.



How did Mr. Yardley use the narrative profile data to identify strengths and needs in comprehension and students' abilities to effectively use text evidence?

How might this help him plan future instruction?